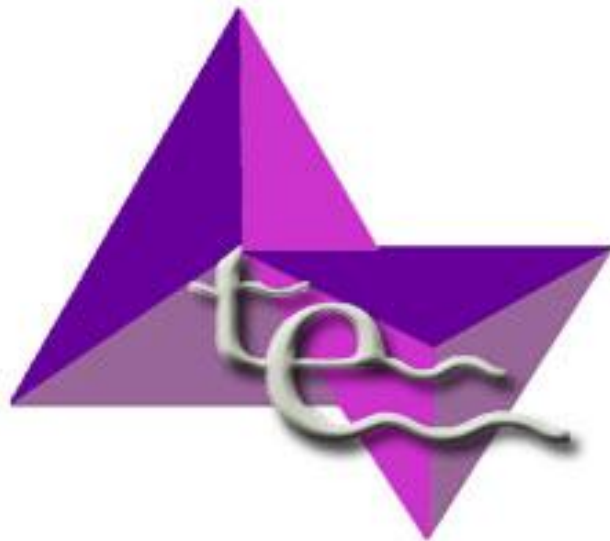
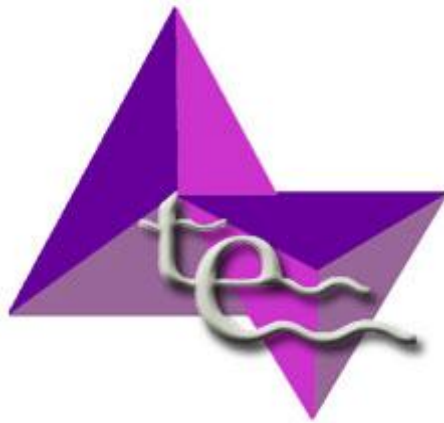


Teacher Education and Licensure Handbook



Capital University
Columbus, Ohio
2011-2012



Capital University's Teacher Education Logo What does it represent?

The logo represents the unit mission which is to prepare **competent, caring** and **committed** professionals to **teach, lead** and **serve** diverse communities of learners. The qualities of competence, caring and commitment are represented by the three faces of one triangular element of the logo. The actions of teaching, leading and serving are embedded in the three faces of the other triangular element.

Multidimensional aspects of the reflected triangles suggest diverse communities of learners. Change in the teaching profession is illustrated by the flowing river-like aspect of the letters “t” and “e” that represent continual change in teacher education.

The logo is dynamic and, like the unit mission and conceptual framework, it has emerged and deepened over time in collaboration with teacher education faculty, P -12 practitioners, the Teacher Education Advisory Committee, candidates, and alumni.

Teacher Education and Licensure Handbook

Capital University Columbus, Ohio

Welcome to Teacher Education at Capital University! By choosing to begin your studies as a teacher educator at Capital, you are joining a community of competent, caring, and committed professionals. We encourage you to meet with the faculty about the licensure programs, endorsements, and other professional opportunities offered at Capital.

This is your handbook. It serves as an orientation to and an overview of the Teacher Education program at Capital. It contains the program's mission, goals, and conceptual framework, as well as the policies and requirements you will need to reference for admission to the program, admission to student teaching, graduation, and licensure. Refer to it often, and use the check off list provided to help you gauge your progress toward licensure.

For further information, you may also contact the program coordinator, Ms. Tiffany Adams, in the following ways:

Phone: (614) 236 - 6301

Fax: (614) 236 - 6774

e-mail: tadams@capital.edu

Web Site: www.capital.edu

U.S. Mail: Capital University
1 College and Main
Education Department
Columbus, OH 43209-2394

The faculty, staff, and I look forward to meeting you and learning about the strengths and talents you bring to Capital's Teacher Education program. Know that we are here to guide and support your plans for your academic and professional development as an educator.

Sincerely,



Shirley DeLucia, Ed.D.
Chair, Education Department
e-mail: sdelucia@capital.edu

Capital University Teacher Education Program Accreditation

The Teacher Education program at Capital University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Ohio Department of Education, through which teacher licenses are issued. The university is accredited by the Higher Learning Commission, and the Conservatory of Music is accredited by the National Association of Schools of Music.

Capital University Teacher Education Licensure Programs

Capital University is authorized by the State Department of Education of the State of Ohio to recommend candidates completing a prescribed program(s) for a four year resident educator license in the following areas:

- | | |
|--------------------|--|
| (P – 3) | Early Childhood Education |
| (P – 3 and K – 12) | Dual Licensure: Early Childhood Education / Intervention Specialist |
|
 | |
| (4 – 9) | Middle Childhood Education |
| | (with concentrations in at least two of the following areas) |
| | Language Arts Social Studies |
| | Mathematics Science |
| (4 – 9 and K – 12) | Dual Licensure: Middle Childhood Education / Intervention Specialist |
|
 | |
| (7 – 12) | Adolescent to Young Adult Education |
| | Integrated Language Arts |
| | Integrated Mathematics |
| | Integrated Social Studies |
| | Integrated Sciences: |
| | Life Science Focus |
| | Chemistry Focus |
| | Earth/Space Focus |
| | Single Area Science: |
| | Life |
| | Earth/Space |
| | Chemistry |
| | Dual Area Science: (choose 2) |
| | Life Chemistry |
| | Earth/Space Physics |
|
 | |
| (P – 12) | Multi-Age Education |
| | Health Education |
| | Music Education |
| | Physical Education |
| | Visual Arts |
|
 | |
| (K – 12) | Intervention Specialist (Mild/Moderate Needs) |

Capital University Teacher Education Endorsement Programs

- (P – 12) Reading Endorsement (included in Intervention Specialist, Early and Middle Childhood Education licenses; may be added to other licensure areas)
- (4 – 5) Early Childhood Generalist Endorsement (may be added to Early Childhood Education license)
- (4 – 9) Middle Childhood Generalist Endorsement (may be added to Middle Childhood Education license)
- (K – 12) TESOL Endorsement

Capital University Teacher Education Program Mission

Teacher education candidates must be competent in subject-matter and pedagogical knowledge and theory. They must integrate and use theoretical knowledge and pedagogical skills in caring ways to facilitate the learning of all students. They must demonstrate commitment to reflecting on and analyzing their work in advancing student learning. The Unit's **mission** is to **prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.**

Capital University Teacher Education Program Goals

The university and the unit strive to offer a personalized learning environment with a focus on excellent teaching and advising. Faculty use multiple approaches to teaching, and they model care and commitment as they assist students to develop as lifelong learners and professional educators. Unit faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The unit faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional colleagues. The following **goals** for candidates provide the foundation for the commitment and work of the unit:

Goal 1. Demonstrate thorough knowledge and understanding of the content to be taught

Goal 2. Engage in critical inquiry to impact professional practice

Goal 3. Demonstrate an understanding of the teaching-learning relationship

Goal 4. Demonstrate effective and culturally responsive practices to support the achievement of all students

Goal 5. Utilize a variety of tools to clearly and effectively communicate

Goal 6. Demonstrate effective use of technology in professional practice

Goal 7. Demonstrate professional involvement

Goal 8. Apply ethics and values in professional decision-making

Goal 9. Understand and use varied assessments to inform instruction, evaluate and ensure student learning

Conceptual Framework

P – 12 Initial Educator Preparation Programs

Introduction

Capital University teacher education unit's conceptual framework, represented by the unit's logo, is grounded in the belief that the knowledge, skills and dispositions indicative of quality teaching must be embedded into a cohesive and well-articulated program which emphasizes practice in relation to theory and is embodied by the faculty delivering the program. The conceptual framework has provided direction and focus, as faculty have worked to align the nine education unit goals in order to ensure that the unit's mission of preparing competent, caring, committed professional educators to teach, lead, and serve diverse communities of learners, is met. The logo for the education unit reflects the six sides of being competent, caring, committed in order to teach, lead and serve all learners, and the letters *te* are seen as moving to indicate that the field of education and the foundations of our work in education is fluid.

Full-time, tenure-track and adjunct faculty in Capital University's teacher education program collaborated with members of the professional community in developing the conceptual framework. For the NCATE visit in 1993, the 'knowledge base' was designed around the program goal, "Preparing teachers who honor individuality and develop communities of learners." For the 1998 NCATE visit, the conceptual framework reflected the mission, "developing competent, caring and committed professional educators for diverse communities of learners." The present direction and ultimate goal of "preparing competent, caring, committed professional educators to teach, lead, and serve diverse communities of learners," reflects the collaborative work of the Capital University's teacher education faculty, Teacher Education Advisory Board, and P-12 school-based practitioners, candidates, and alumni. The process of regularly revisiting the conceptual framework demonstrates the dynamic nature of the program as reflected in the variety of course offerings, clinical and field-based experiences, and performance-based expectations. These are revised on a regular basis in order to best prepare candidates for complex educational settings and demands. For example, the conceptual framework was again reviewed and revised in the summer of 2009, in advance of an NCATE review and during the creation of a proposed Master of Arts in Education Program. At that time a ninth goal was added about Assessment. Further review and revision occurred in the fall of 2010 and spring of 2011 which re-affirmed the unit's direction, which is aligned with the expectations described for the conceptual framework below from NCATE.

This conceptual framework is organized around the mission of Capital University and the education unit, the wisdom of practice, candidate performance expectations aligned with professional, state, and institutional standards, and the system by which candidate performance is regularly assessed (NCATE, 2000). This conceptual framework also establishes the shared vision for the Capital University's education unit efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is knowledge-based, articulated, shared, coherent, and consistent with the unit and institutional mission, as well as continuously evaluated. It provides the bases that describe the unit's intellectual philosophy and institutional standards. (NCATE, 2008).

Knowledge Bases including Theories, Research, Wisdom of Practice and Education Policies

The following knowledge bases, including theories, research, wisdom of practice and education policies, support the philosophical elements in preparing competent, caring, committed professional educators who use theory and reflection while teaching, leading, and serving diverse communities of learners. The theoretical foundations of the nine unit goals are described below.

1. Demonstrate thorough knowledge and understanding of the subject(s) to be taught

Candidates are expected to integrate theory, practice, and reflection as a model for best practice in effective teaching. Course work in general liberal education, integrated content knowledge, and integrated professional knowledge is the essential theoretical basis for effective practice. The theoretical base for the professional knowledge is derived from established and contemporary research, the wisdom of practice, and emerging education policies and practices. On-campus, field-based, and clinical settings offer communities of learners with whom the teacher education candidates collaborate, and further assist in demonstrating and supporting effective teaching (Danielson, 1996; Danielson, 2010). The education unit offers these collaboratively designed and implemented diverse, daily, integrated field-based experiences at different grade levels and in different subject-matter areas for which the teacher education candidate is being licensed. Students also experience differing types of school settings such as urban, rural and suburban, so that they can experience the similarities and differences of families and students served in these settings. Ongoing opportunities for thoughtful analysis leading to growth as professional educators are key reflection components of the process required of teacher education candidates in Capital University's education unit (Kauchak, & Eggen, 2005; Kauchak & Eggen, 2007; Larrivee, 2010; Lyons, 2010).

Content knowledge is gained through both university coursework and experience in the field. Candidates' courses of study, which include specific content courses and content-related pedagogy courses, reflect the licensing requirements for the state of Ohio as well as the academic content standards for the subjects and student levels for which they will be teaching. Field experiences allow candidates to have opportunities in understanding how content is planned and developed into units of study comprised of individual lessons, and also how content is taught using a variety of methods and strategies, such as differentiation for all students (Tomlinson & Imbeau, 2010; Rose, Meyer & Hitchcock, 2006; Edyburn, 2010). Explicit knowledge of how the Ohio Department of Education Grade Level Indicators are the cornerstone of the content to be taught at each grade level is clearly developed throughout the undergraduate experience (Puckett & Black 2001; Lerner, 2001; Henniger, 2005; Kauchak & Eggen, 2007; Kidd, Sanchez & Thorpe, 2008).

Ongoing processes that link theory, practice, and reflection emphasized throughout education courses and assessed for proficiency, are as follows: reflecting on one's abilities to organize content knowledge for facilitating the learning of all students, creating differentiated and developmentally appropriate student assessments which reflect both formative and summative forms, using professional knowledge in practice, assessing strengths and weaknesses of learning experiences, and evaluating one's readiness to fulfill the total role of a professional educator. All field-based and clinical experiences involve seminar discussions and assignments focused on reflection of educational practices, a key to effective teaching (Dewey, 1916; Marzano, Pickering, & McTighe, 1993; Schön, 1996; Larrivee, 2010; Lyons, 2010). For educators, further professional development can be obtained through the critical analysis of value-added data and other forms of continuous classroom performance data from progress

monitoring, that help to inform effective practice. Candidates are provided the opportunity to work with a variety of different forms of student achievement data in order to understand how it can be effectively utilized to improve classroom instruction for all students (Spinelli, 2010).

2. Engage in critical inquiry to impact professional practice

As educators, critical inquiry is a method used by practitioners in order to improve. Candidates engage in informal inquiry projects in a variety of courses, and carry out three research projects in conjunction with their first and second field experiences (referred to as sophomore and junior block courses) as well as during student teaching. In ‘sophomore block’ level education courses, the research focus is about the nature of classroom management, content delivery, a child development case study, or student and teacher perceptions in the classroom for students in levels P-12. In ‘junior block’ level education courses, Capital teacher education candidates conduct a research project where they pre-assess students, use that to guide instruction, post assess students and reflect on the process. Candidates are responsible for presenting their results to peers, and some present to the university community during the spring Undergraduate Research Symposium. In their student teaching semester, candidates center their research on further improving their own practice, specifically through the development of a Unit Plan or IEP project. (Danielson, 1996; Association for Supervision and Curriculum Development, 1997; Grunlund, 2003, 2004; Silver & Pernini, 2009; Nitko & Brookhart, 2011; Danielson, 2010). The idea that candidates are involved in action research, demonstrates the faculty’s commitment to developing teacher-leaders (Wong & Wong, 2009; Mills, 2011).

Critical inquiry is framed by the knowledge bases, purposes, and candidate proficiencies identified in the Ohio Department of Education Standards for the Teaching Profession, and the Ohio Department of Education Performance-Based Licensure Criteria. Standards and frameworks like these are designed around research in education (Mills, 2003; Johnson, 2005; Danielson, 2010; Lyons, 2010; Voltz, Sims & Nelson, 2010).

Aligning inquiry with professional, state, and institutional standards is critical for the teacher education program and graduates as they become employed in educational settings where they must engage in ongoing professional development to meet the needs of their students and the requirements of the profession. The demands for quality and accountability in all aspects of education means that the Capital University teacher education program be systematic in integrating inquiry with performance standards, and in graduating candidates who will be both reflective and highly qualified to positively impact learning for all students (Airasian & Gullickson, 1997; Nagle, 2009; Lyons, 2010). In addition, candidates will have the ability to reflect during the action of teaching, to adjust their instructional approach if needed, and to critically discern areas of needed improvement and areas of efficacy and competence in their own teaching (Bandura, 1986, 1991; Schön, 1996; Danielson, 2010; Lyons, 2010; Hiebert, Morris, Berk & Jansen, 200; Kohler, Henning, Usma-Wiches, 2008).

Academic proficiency and academic excellence are topics of continual dialogue for educators. The knowledge bases, purposes, and candidate proficiencies are derived from a merger of a refinement of the Ohio Department of Education Standards for the Teaching Profession, and the Ohio Department of Education Performance-Based Licensure Criteria, and Specialized Professional Association (SPA) Standards. Standards and frameworks like these are designed around research in education. Aligning instruction and assessment with professional, state, and institutional standards is critical for the teacher education program and critical for graduates when they become employed in educational settings requiring the use of standards-

and performance-based approaches in their teaching (Kauchack & Eggen, 2007; Voltz, Sims & Nelson, 2010; Nagle, 2009).

3. Demonstrate an understanding of the teaching-learning relationship

Candidates are expected to use differentiated, interdisciplinary, multi-sensory, varied teaching approaches, resulting from valuing individual differences in learning, culture, and language, in order to support universal academic achievement of all students (Eggen, & Kauchak, 2004; Gardner, 1993, 2006; Payne, 2001; Nieto, 2008; Kidd, Sanchez & Thorpe, 2008; Edyburn, 2010; Borich, 2011). The size and nature of the Capital University Education Department lends itself to interdisciplinary team planning and teaching (Friend & Cook, 2007; Friend, 2007; Villa, Thousand, & Nevin, 2004). The education unit is considered a ‘merged’ program wherein all candidates from all licensure areas are provided some of their training in core education classes together (Pugash & Blanton, 2009; Hardman, 2009). This means that candidates have the opportunity to promote student achievement in a collaborative fashion, much like they will be required to do in their future employment settings of schools (Friend & Cook, 2007,). Furthermore co-planning and co-teaching are becoming more relevant in Ohio districts as a method for teaching all students and the modeling of this practice is important for candidates to experience (Stang & Lyons, 2008; Wassell & LaVan, 2009; Michael & Miller, in press).

Historically, pedagogy courses at the sophomore and junior level have been grouped together with accompanying field-based experiences. This approach of faculty working closely together to establish integrated experiences serves as a model for Capital candidates as they, in turn, work together in courses to develop skills to effectively meet all students’ needs. Attention to multiple strategies for teaching and options for assessing student learning are expectations for faculty and for candidates in field-based experiences. Candidates will work with students who have a variety of backgrounds, cultures and linguistic origins, and will need to possess the ability to make informed decisions about instruction, and work with others to do so.

The program is built on the belief that teacher education candidates bring with them rich, diversified backgrounds, knowledge, and experiences themselves that must be reflected upon and processed within communities of learners and thinkers. Such reflection and processing, coupled with experience, allows a candidate to make informed decisions in his/her own teaching in order to enhance the learning opportunities of the students they work with on a daily basis (Parsons, & Brown, 2002; Danielson & McGreal, 2000; Schön, 1996; Larrivee, 2010; Lyons, 2010). Valuing individual differences, in the context of building learning communities is a critical disposition fostered by the teacher education unit at Capital University. How to share this disposition, knowledge and skill as experience with others, through collaboration in learning communities, is also a value shared in the education unit.

Awareness of individual differences and how to address these instructionally is a key component in facilitating student learning. The effective use of developmentally appropriate formative and summative assessments, as well as academic problem identifying procedures, is a foundation of an evidence-based and value-added instructional process. Capital candidates are provided the experience of creating and field-testing a variety of student assessments. The assessments enhance the planning phase of instruction, and provide the teacher with critical information in order to appropriately differentiate the instruction to meet the needs of the students in the classroom. The planning phase for varied teaching approaches relies on information gathered during assessment. The knowledge, skills and dispositions that develop from the experience of applying the use of multiple strategies facilitating student learning during both planning and instruction, in and outside of the college classroom, enable teacher education

candidates to develop self-efficacy. (Bandura, 1986, 1991; Marzano, et al., 2001; Kostelnik, Soderman, & Whiren, 2004; Tomlinson, 1999; Tomlinson, 2001; Heibert, Morris, Berk & Jansen, 2007; Kohler, Henning & Usma-Wiches, 2008). This is especially true for candidates working with students who struggle to learn the content in traditional formats. Differentiated curriculum for all students, including those with cultural and linguistic differences, is emphasized as an approach to reach all students (Rose, Meyer & Hitchcock, 2006; Rothenberg & Fisher, 2007).

Another strand in this area of effective teaching is effective classroom management. The prevention of classroom management problems is a focus of the multi-sensory strategies focusing on student-engagement in learning. In addition to preventing classroom management problems, understanding various theories, models and practices regarding classroom management is stressed throughout the Capital University teacher education program (Tauber, 1999; Kounin, 1977, Marzano, 2009; Wong & Wong, 2009). Candidates will clearly understand and demonstrate the connection between student learning and an appropriate classroom environment that contributes to high levels of student engagement and achievement for all students (Anderman & Anderman, 2010).

Performance-based assessments are critical pieces in a multi-faceted assessment approach to building evidence of learning for Capital candidates. Portfolios, rubrics, action research projects, case studies, strengths-based evaluations, traditional tests, and individual professional development plans are a few of the types of documentation candidates use in demonstrating their learning in courses and field-based experiences in the Capital University teacher education program that are supported by research and literature (Marzano et al., 1993, 2001; Wiggins & McTighe, 1998, 2005; Mills, 2003, 2011).

Faculty serve as models in using these types of assessments, so that teacher education candidates can in turn use multi-faceted assessment tools as options in their own teaching. Data-informed instruction, program development, and assessment strategies are important in education at all levels.

4. Demonstrate effective and culturally responsive practices to support the achievement of all students

Candidates are expected to have knowledge of and respect for diversity and use culturally responsive and relevant teaching as key components in meeting the educational needs of all students. Building an awareness of the impact on student learning when students are from diverse racial, ethnic, religious and linguistic backgrounds, socio-economic status levels, gender and sexual orientations, abilities/disabilities, ages, learning styles, and multiple intelligences, is a critical component in preparing teacher education candidates to establish engaging learning environments and facilitate learning for all students. Candidates are expected to demonstrate how they effectively meet the needs of all of their students, and develop increasingly effective strategies for maximizing the learning of all students (Bennett, 1986; Gay, 2000; Manning, Baruth, 2004; Nieto, 2004, 2008; Redman, 2003; Takaki, 1993; Rose, Meyer & Hitchcock, 2006; Pang, 2008; Kidd, Sanchez, & Thorpe, 2008).

The complexity of classrooms is made clear from research, and the necessity of meeting students' needs during and after instruction is abundantly apparent (Jones & Fuller, 2003; Pollack, 2001; Sheets, 2005; Eggen & Kauchak 2004; Rose, Meyer & Hitchcock, 2006; Tomlinson et. al, 2009; Breaux & Magee, 2010). Multiple researchers identify knowledge bases

that can serve as a guide for teacher educators in preparing teachers to be successful with diverse student populations in how to address their learning needs and strengths (Talvacchia, 2003; Taylor & Whittaker, 2003; Tiedt & Tiedt, 2002; Nieto, 2008; Pang, 2008; Kidd, Sanchez & Thorp, 2008; Rothstein-Fisch & Trumbull, 2008).

Culturally competent teachers who are able to meet the needs of all learners through differentiated instruction are essential to 21st century classrooms (Tomlinson, 1999; 2001; Rose, Meyer & Hitchcock, 2006; Edyburn, 2010; Tomlinson & Imbeau, 2010). Attention to culturally responsive teaching is a foundational principle in courses and field-based experiences, and developing competent, caring, and committed educators capable of facilitating the learning of all kinds of students is the role of all teacher education faculty across the entire program (Rothstein-Fisch & Trumbull, 2008; Voltz, Sims, & Nelson, 2010; Heacox, 2009;).

5. Utilize a variety of tools to clearly and effectively communicate

Candidates must be able to clearly and effectively communicate to their students, colleagues, parents, and to the public through a variety of means, both in oral and written forms (Wong & Wong, 2009). Effective communication is a pre-requisite for entry into the teacher education program, as evidenced by performance in general education classes that deal specifically with writing and oral skill as well as passage of the Praxis I exam in writing.

Once in the program, candidates are assessed in their field experiences by both their cooperating teachers and field supervisors regarding their ability to clearly and effectively articulate learning goals for lessons to their students, build professional relationships to share insights with colleagues, and to communicate effectively with parents and guardians about student learning. In addition, candidates must be familiar with the backgrounds of their students and skilled in using a variety of methods in order to effectively communicate with individuals from diverse populations, a skill directly related to cultural competence (Payne, 2001; Ware, 2006; Nieto, 2008; Pang, 2008; Hawley & Nieto, 2010).

6. Demonstrate effective use of technology in professional practice

Candidates are expected to use technology as a vital element in education. (Higher Education Information Technology Alliance <http://www.heitalliance.org>). The Capital University Teacher Education Department is committed to preparing candidates who are able to use educational technology to help all students learn (O'Dwyer, Russell, & Bebell, 2004; Furr, 2003; Murray, 2004; Richter & Brownstein, 2003; Rose, Meyer, & Hitchcock, 2006; Edyburn, 2009, 2010).

Professional literature suggests that candidates must be knowledgeable about technology and applications to professional practice to enhance student learning. Careful integration of technology allows students to engage in meaningful learning and can extend the classroom learning environment beyond the physical setting as well as provide a form of universal access (Ayers, 2004; Brownstein & Klein, 2006; Michael & Trezek, 2006; Rose, Meyer & Hitchcock, 2006; Edyburn, 2009, 2010). Capital University education faculty use and model classroom educational technology in a variety of ways to enhance candidate learning, including but not limited to the use of the University's electronic classroom platform, Blackboard (Ferriter, 2009). Some faculty also provide opportunities to use filming, open source programs and assistive

technology used with students with disabilities, the SMARTboard and student response technologies.

7. Demonstrate professional involvement

Candidates benefit from connections within the community and partnerships with schools that enhance the Capital University Teacher Education Program. Connections with the community provide multiple bridges for Capital teacher education faculty and candidates to build rich understandings of diversity. Extending oneself to be of service to others is a philosophical underpinning of Capital University, and while service is not a formal requirement in the teacher education program, the portfolios of teacher education candidates contain considerable evidence of their service projects to schools and communities. Candidates speak to the power of service projects for building their skills in working with students, parents, and community leaders. School-based programs involving volunteers in schools provide opportunities for teacher education candidates to work with diverse programs in addition to the formal field-based experiences required in the program.

Community and school partnerships are documented to enhance candidates' success. The National Board for Professional Teaching Standards highlights the significance of collaboration with families, schools, and communities as teachers perform at the highest levels of professionalism. Partnerships with schools and other related community agencies also allow Capital University faculty and candidates to gain important insights into the current educational initiatives (Danielson, 1996; Nieto, 2009; Hiatt-Michael, 2010).

Participation in professional organizations and presentations at professional conferences are also ways in which candidates demonstrate involvement in their profession beyond the classroom (Standards and National Board Certification. www.nbpts.org) Candidates are expected to demonstrate 1) a strong commitment to their own professional growth, 2) a responsibility for continually improving their performance, and 3) an involvement as an effective member of a learning community. Sustained and intensive professional development has been linked to student achievement, and the creation of opportunities for setting the stage for this life-long learning disposition has the support of the education unit (Darling-Hammond & Richardson, 2009; Boyd, Grossman, Lankford, Loeb, Wyckoff, 2009).

Candidates are encouraged to belong to student chapters of professional associations and participate in the Capital University Education Society (CUES). There are several chapters on campus that are nationally recognized chapters of various professional educational associations.

8. Apply ethics and values in professional decision-making

Candidates are expected to demonstrate professional attributes that represent the ethics and values associated with the teaching profession (Danielson, 1996; Educational Testing Service, 1995; Darling-Hammond, Chung Wei, & Johnson, 2009; Danielson, 2009). Personal philosophies of education are required of candidates in several professional education courses at Capita. Student philosophical reflections are updated over the course of the program. Candidates are asked to evaluate their own belief systems and develop missions for their future teaching (Goodman, 1988; Stooksberry, 2007).

Professional attributes are assessed in all teacher education courses and field-based and clinical experiences by supervisors and cooperating teachers, because the literature and wisdom

of practice affirm that professional dispositions are critical in educational practice (Palmer, 1998; Darling-Hammond et al, 2009; Villegas, 2007; Stooksberry, 2007).

Throughout each semester, the unit faculty informally consult and discuss candidates making exemplary progress and those needing interventions in areas of professionalism (Sherman, 2006). The Student Assessment and Monitoring Committee meet regularly and examine evidence of the education unit's competence, caring, and commitment on the part of individual candidates at various program gates. These data are analyzed regularly and systematically in order to inform the faculty's practices.

9. Understand and use varied assessments to inform instruction, evaluate and ensure student learning

Candidates are expected to be knowledgeable and skilled in the differences between formative and summative assessment, and the uses of these two forms of assessment. Effective teachers utilize assessments on a regular basis to direct their instruction in the classroom. Candidates need to understand which assessments are appropriate to direct instruction as it occurs, versus assessment that is more appropriately used to analyze program, or make post-instruction revisions (Nitko & Brookhart, 2011; Popham, 2011).

Candidates must be able to accurately analyze data they receive about student performance, and about their own performance in the classroom. Accountability for student learning has increasingly become an important topic in schools. Teachers must be able to accurately determine that students are learning, and to demonstrate that their instructional and classroom managerial performance is positively contributing to student growth (Mills, 2011).

Effective teachers use a variety of curriculum-based assessments and progress monitoring to allow students to demonstrate knowledge. Because the nature of the contemporary classroom is diverse in ability, linguistic and cultural differences, candidates must be knowledgeable about the range of developmentally appropriate, non-biased assessments used in the classroom, how to create developmentally appropriate non-biased assessments, and how to utilize the data to design and improve instruction that benefits student achievement. Assessment of individual students is an essential part of teaching all students (Spinelli, 2010; Buffin, Mattos & Weber, 2010).

Performance Expectations for Candidates, Aligned with Professional, State, and Institutional Standards

In alignment with Ohio's Teacher Education and Licensure Standards and The Standards for the Teaching Profession, Capital University's Teacher Education Program is performance-based. Teacher education candidates demonstrate competency in the classroom in each of the *Ohio Standards for the Teaching Profession*, as expected of beginning/entry-level teachers.

Ohio Standards for the Teaching Profession

Standard #1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard #2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard #3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard #4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard #5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard #6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard #7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Performance Expectations: Professional Dispositions Assessment

Professional dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). See Appendix A for a sample of the complete online Capital University Candidate Professional Dispositions Assessment form.

Admission to Teacher Education at Capital University

Students of any race, color, national and ethnic origin, or gender identity may be accepted into the Teacher Education Program at Capital University upon meeting prescribed standards. A student seeking admission to Teacher Education at Capital University is required to complete an Application for Admission to Teacher Education, supply transcripts, and submit satisfactory completion of a second-year/sophomore level experience. Application forms are available through TaskStream online at www.taskstream.com. (See Appendix B for a sample of the complete online Teacher Education Application.)

Students must show evidence of meeting the following standards prior to acceptance:

- Pass the three sections of Praxis I: Academic Skills Assessment with the following scores, OR achieve specified ACT, SAT, or GRE equivalents in each individual section:

Mathematics	(172 PRAXIS)	(27 ACT)	(610 SAT)	(400 GRE)
Reading	(173 PRAXIS)	(27 ACT)	(610 SAT)	(400 GRE)
Writing	(172 PRAXIS)	(27 ACT-English)	(610 SAT)	(4.0 GRE)
- Complete EDUC 211 and/or EDUC 221 and/or MUS 242 with a grade of C or better
- Achieve and maintain a minimum GPA of 2.500 in their major, as well as an overall GPA of 2.500
- Demonstrate proficiency in oral and written communication and mathematics as measured through attaining a grade of C or higher in all courses required to meet General Education Goals 1, 2, and 3
- Possess appropriate professional dispositions as evidenced through field-based and clinical experiences
- Verify good moral character by completing (1) a signed professional conduct statement and (2) a current clear BCII and FBI criminal background check. (how do we do this and should these be separated)

Admission to Student Teaching at Capital University

A candidate seeking admission to Student Teaching at Capital University is required to complete an Application for Admission to Student Teaching, include a personal statement, resume, and transcripts, and documentation indicating satisfactory completion of a third-year/junior level progress portfolio. The Application for Admission to Student Teaching must be completed no later than March 1 for candidates planning to student teach Fall Semester and October 1 for candidates planning to student teach Spring Semester. Application forms are available through TaskStream online at www.taskstream.com. (See Appendix C for a sample of the online Student Teaching Application.)

In order to student teach, candidates must meet the following requirements:

- Be admitted to Teacher Education and Student Teaching
- Achieve and maintain a minimum GPA of 2.500 in their major, as well as an overall GPA of 2.500
- Verify good moral character by completing (1) a signed professional conduct statement and (2) a current clear BCII and FBI criminal background check. (how do we do this and should these be separated)
- Please note: A student who is on university disciplinary probation may not student teach.

Once admitted to student teaching, candidates will take responsibility for additional professional expenses:

- A fee, paid to the University, is charged for the student teaching experience. This fee is used to provide services to school districts in exchange for services of cooperating teachers.
- All students must have a current BCII and FBI criminal background check prior to the beginning of student teaching. Some districts require a TB test, as well.
- Subscription to TaskStream

Capital University Teacher Education Program Exit Proficiencies for Candidates

The Capital University Teacher Education Program is performance-based. Teacher Education students and candidates are regularly and systematically assessed throughout the program through coursework, field-based experiences, and clinical experiences in their progress toward the nine Education Program Goals. Upon completion of student teaching all candidates provide an **Exit Portfolio**, which contains narratives and artifacts that demonstrate proficiency with the knowledge, skills, and dispositions associated with both the *Ohio Standards for the Teaching Profession* and the nine Education Program goals.

As a requirement of EDUC 402, students must take the Praxis II content test(s) required to receive a license for which they will qualify in the state of Ohio. If a student is taking EDUC

402 during Fall semester, the student must take Praxis II content no later than the November administration. If a student is taking EDUC 402 during Spring semester, the student must take Praxis II content no later than the March administration. If students are taking Pedagogy during the Spring semester they are encouraged to take Praxis II content during the summer administrations.

Retention in the Capital University Teacher Education Program

Satisfactory progress towards completion of licensure is demonstrated by a minimum grade point average of 2.500 overall as well as in content area and education courses (including PSYCH 201 and methods courses with MUS and HSPTS prefixes). Satisfactory evaluations in field-based experiences, including evaluations of professional dispositions (see Appendix A), are also necessary indicators of progress. If a student is not making satisfactory progress as described above, the student will be notified of her / his removal from the Teacher Education program. The student may apply for readmission upon meeting the requirements for admission to Teacher Education.

Capital University Policy on Notification and Appeal of Decision on Admission to Teacher Education

A student is notified, in writing, by the chair of the Education Department of admission or denial into Teacher Education and Student Teaching. If a student is not accepted, an individual conference will be scheduled with the Department Chair, at the student's request. At the conference, the student will be advised as to the basis for not being accepted. If the student wishes to submit new or additional information that had not been considered when her / his application was reviewed, she / he may submit an appeal, in writing, to the Student Assessment and Monitoring Committee. The student will be notified, in writing, of acceptance or denial of an appeal. The student may appeal a denial of admission to the Assistant Dean of the School of Social Sciences and Education.

Checklist of Tasks for Program Completion

Second / Sophomore Year (check and date when completed)

- _____ Earn a grade of C or higher in all courses required to meet General Education Goals 1, 2, and 3: College Reading and Writing; Oral Communication; Math (varies with program requirements)
- _____ Achieve and maintain a cumulative GPA of 2.500 or above
- _____ Pass the three sections of Praxis I: Academic Skills Assessment with the following scores, **or** achieve specified ACT, SAT, or GRE equivalents in each individual section:

Mathematics	(172 PRAXIS)	(27 ACT)	(610 SAT)	(400 GRE)
Reading	(173 PRAXIS)	(27 ACT)	(610 SAT)	(400 GRE)
Writing	(172 PRAXIS)	(27 ACT-English)	(610 SAT)	(4.0 GRE)
- _____ Successfully complete EDUC 211 and/or EDUC 221 and/or MUS 242 with a grade of C or better
- _____ Successfully complete a second-year/sophomore level progress portfolio
- _____ Possess appropriate professional dispositions as evidenced through field-based experiences
- _____ Apply and be accepted for admission to Teacher Education (Date: _____)

Third / Junior Year (check and date when completed)

- _____ Successfully complete a third-year/junior level progress portfolio
- _____ Apply and be accepted for admission to student teaching, prior to the posted deadlines of March 1 for Fall Semester and October 1 for Spring Semester (Date: _____)
- _____ Maintain a minimum GPA of 2.500 in the major content area(s) and a cumulative GPA of 2.500 or above

Fourth / Senior Year (check and date when completed)

- _____ Complete student teaching with a grade of C or better
- _____ Successfully complete an exit portfolio
- _____ Maintain a minimum GPA of 2.500 in the major content area(s) and a cumulative GPA of 2.500 or above (required for graduation)

_____ As a requirement of EDUC 402, students must take the Praxis II content test(s) required to receive a license for which they will qualify in the state of Ohio. If a student is taking EDUC 402 during Fall semester, the student must take Praxis II content no later than the November administration. If a student is taking EDUC 402 during Spring semester, the student must take Praxis II content no later than the March administration. If students are taking Pedagogy during the Spring semester they are encouraged to take Praxis II content during the summer administrations.

Degrees Awarded by Capital University

Those teacher education candidates completing the requirements for an undergraduate degree will be awarded the Bachelor of Arts (BA) degree, with the exception of Music Education graduates who will be awarded the Bachelor of Music (BM) degree. Those teacher education candidates who already possess an undergraduate degree and are seeking licensure will not be awarded a degree, but will be recommended for licensure.

Requirements for Licensure in Ohio

Capital University is authorized by the Ohio Department of Education to recommend a candidate for a four-year resident educator license upon the following conditions:

- Completing all requirements for the bachelor degree and licensure program, including satisfactorily meeting all exit proficiencies and obtaining university recommendation
- Completing student teaching with a grade of C or higher
- Passing Praxis II Examinations as required by the State of Ohio
- Current clear BCII and FBI background checks, as required by the Ohio Revised Code

Professional Development

Capital University Education Society (CUES)

The Capital University Education Society (CUES) is a pre-professional student organization dedicated to the education and advancement of all who are enrolled in Teacher Education at Capital University. In addition to providing regular educational programs and service opportunities, CUES encourages networking among education majors and area teachers. Membership in CUES provides a link with the Ohio Student Education Association (OSEA), an organization affiliated with the Ohio Education Association (OEA), a professional organization of Ohio's classroom teachers. Liability insurance, essential for field-based and clinical experiences, is obtained through membership in OSEA. All interested education majors are strongly encouraged to join CUES annually.

Phi Delta Kappa

Phi Delta Kappa at Capital University is associated with the national organization by the same name. Its purpose at Capital is to recognize student teachers and allow them the opportunity to be a part of a professional association with a mission for promoting public education. The organization also provides members with the opportunity to apply for research and scholarship awards and grants. Those candidates interested in more information about Phi Delta Kappa may contact the Chair of the Education Department.

Pi Lambda Theta

Pi Lambda Theta is an international honorary that extends membership to Capital University Teacher Education candidates who are at least second semester sophomore standing and who have at least an overall grade point average of 3.500. The organization provides dues paying members with the opportunity to attend local chapter programs and apply for research and scholarship awards and grants. Candidates who are members in good standing during the semester prior to graduation will be eligible to purchase honor cords from the international honorary, and may proudly wear these cords during the commencement ceremony.

Council for Exceptional Children

The Capital University chapter of The Council for Exceptional Children (CEC) provides service and professional development opportunities for members who have become dues paying members of the National Council for Exceptional Children. Teacher education candidates receive two journals for their dues and CEC email briefs about current research and political actions occurring throughout the world regarding the teaching of children with exceptional learning needs.

Ohio Association for Health, Physical Education, Recreation and Dance

Health Education and Physical Education majors may join the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Capital University has an Institutional Membership. This institutional membership allows majors to receive a discount on their OAHPERD student membership as well as a discounted rate to attend the OAHPERD Annual Convention, usually held in Columbus. OAHPERD sponsors an annual Ohio Student Leadership Retreat and to which all Institutional Members can send up to two students at no cost.

Appendix A:
Capital University Teacher Education Program
Candidate Professional Dispositions Assessment (available online)

CANDIDATE'S STATEMENT OF COMMITMENT REGARDING DISPOSITIONS

It is the responsibility of the Education Department, in collaboration with the School of Education and Social Sciences, to successfully prepare candidates to become effective teachers. The initial licensure program requires candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework of the Education Department as they align with the expected behaviors of beginning teachers. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

- Maintains confidentiality as appropriate
- Is enthusiastic toward teaching and learning
- Understands and complies with laws and policies at the local, state and national level
- Exhibits professional standards in appearance
- Is prepared and punctual
- Is enthusiastic about instructional content
- Demonstrates academic honesty

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

- Maintains high expectations for self and others
- Considers diverse opinions and perspectives
- Exemplifies respect for self and others
- Recognizes and promotes diversity of individuals and groups
- Acts compassionately towards others
- Is patient and flexible
- Collaborates with peers and supports their development

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

- Is able to think critically and effectively solve problems
- Addresses issues and concerns in a professional manner
- Accepts critical feedback in a professional manner
- Seeks and accepts help when needed
- Reflects upon his/her professional practice
- Sets goals for continuous improvement
- Evaluates attainment of professional goals

I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the Education Department, my success and progress in the teacher education program depends upon successful demonstration of these dispositions.

Student Name

Signature

Date

Appendix B:
Capital University Teacher Education Program
Application for Admission to Teacher Education (available on Blackboard)

APPLICATION FOR ADMISSION TO TEACHER EDUCATION

***Transcript copy must be attached**

Name: _____ Date: _____
 University ID No.: _____ Social Security No.: _____
 Box No.: _____ Local Phone No. _____ Home Phone No. _____
 Local Address: _____
 Permanent Address: _____
 Email Address: _____
 *Intended Teaching License/s: _____
 Semester admitted to University: _____

If other universities have been attended, please attach transcripts.

The following information is essential and must be verified by advisor.

PRAXIS I TEST IS NOT REQUIRED IF ACT, SAT or GRE SCORES ARE MET)

ACT Scores:		GRE Scores:		SAT Scores:		PPST Scores:	
READING:	/ 27	Reading:	/400	READING:	/ 610	READING:	/ 173
WRITING:	/ 27	WRITING:	/4.0	WRITING:	/ 610	WRITING:	/ 172
MATH:	/ 27	MATH:	/400	MATH:	/ 610	MATH:	/ 172

Courses and Grades Meeting General Education Goals:

Goal 1 / ≥C _____ Goal 2 / ≥C _____ Goal 3 / ≥ C _____ Current GPA: / ≥ 2.5 _____

Field Exp: _____ (Ed 211) or _____ (Ed 221) _____ or (Music 242) _____

I request the Student Assessment and Monitoring Committee to review my personal and academic records for consideration for admission into the Capital University Teacher Education Program. In order to facilitate that process I answer the following:

I have provided current BCI check to Office of Field Services _____ YES _____ NO

I am currently on disciplinary probation? _____ YES _____ NO

Applicant's Signature: _____ Date: _____

Admission to Teacher Education is required before applying for Student Teaching

***See next side for Advisor's recommendation and license programs.**

To be completed by Applicant's Advisor:

I have verified the information on this application. The student has met all requirements for admission to the Teacher Education Program.

Advisor's Signature: _____

Date: _____

Licensure programs:**Early Childhood Educ. (preschool-grade 3)**

Middle Childhood Educ. (grades 4-9)

Language Arts
Science

(Choose two)

Math
Social Studies

Adolescent to Young Adult Educ. (grades 7-12)

Integrated Language Arts
Integrated Mathematics
Integrated Social Studies

Integrated Science
Single - Life, Earth, Chemistry **(Circle One)**
Dual - Earth, Chemistry, Physics **(Circle Two)**

Multi-Aged Educ. (preschool-grade12)

Health Education
Music Education
Visual Arts

Intervention Specialist
Physical Education

Endorsements

Middle School Generalist
TESOL

Reading

ACTION OF THE STUDENT ASSESMENT MONITORING COMMITTEE ON THE APPLICANT'S REQUEST FOR ADMISSION

Date: _____

Council Member's Signature: _____

_____ Approved for admission into the Teacher Education program.

_____ **Not** approved for admission into the Teacher Education program.

Appendix C:
Capital University Teacher Education Program
Application for Admission to Student Teaching (available on Blackboard)

Capital University Education Department
Application for Admission to Student Teaching
(Student Teaching and Internship)

Name: _____ Date: _____

Email Address: _____

University ID NO: _____ Social Security No.: _____

University Box No: _____ Adviser: _____

Local Phone No: _____ Home Phone No.: _____

Local Address: _____

Permanent Address: _____

Current G.P.A: _____ as of Sem _____ Yr _____ Semester admitted to University: _____

Date Admitted to Teacher Education: _____

High School from which you graduated: _____

To be completed by Applicant:

I request the Student Assessment and Monitoring Committee to review my personal and academic records for consideration for admission into the Capital University Professional Semester.

I have provided a current BCI and FBI check to
Office of Field Services

_____ YES _____ NO

Are you currently on
disciplinary probation?

_____ YES _____ NO

Candidate's Signature: _____ **Date:** _____

Purpose of Application: (indicate whether application is for Student Teaching or Internship)

_____ Student Teaching

_____ Internship

_____ Fall Semester

_____ Spring Semester

Please Note: **A Student Teaching Fee is charged for student teaching/internship**

RESUME AND PERSONAL STATEMENT OF A PROSPECTIVE STUDENT TEACHER CAPITAL UNIVERSITY

Information provided by applicants will be forwarded to central office personnel to be used in their decision whether to accept you as a student teacher and as a means of introduction to your cooperating teacher as you begin your student teaching experience.

Please attach one copy of your Unofficial Transcripts, Resume and Personal Statement to the Application for Admission to Student Teaching. If you have questions, please contact Holly Porter in Ruff Learning Center 208.

1. Create a revised resume following instructions on the Career Services website at Inside.Capital.edu under the Services tab. Be sure to include your licensure area in the beginning of the resume. Note your *anticipated* graduation date and degree.
2. Prepare a personal statement that includes the following with title headings in bold for all categories after the formal heading:
 - a. **Formal Heading** centered at the top of the page: Name, Licensure Area/Teaching Major(s), Endorsement(s), Expected date of graduation/completion of licensure
 - b. **Educational Background:** High school from which you graduated and colleges attended
 - c. **Work Experiences:** Summer and other work experiences that indicate your history as an employee and/or your experiences working with children
 - d. **Previous Field-based Experiences:** Field experiences in educational settings through Capital University and/or other schools and organizations
 - e. **Recreational Hobbies and Interests:** Activities in which you engage both in and out of school
 - f. **Community Service Activities:** Participation in church, camp, recreation, youth organizations, and other forms of service to others
 - g. **Reading Interests:** The authors and types of reading which have had the most influence on your thinking and plans for the future
 - h. **Influences to Teach:** The people, events, experiences that have shaped your development as a teacher

Write approximately one paragraph for each of the information areas. Try to project your personality through your writing. REMEMBER: Cooperating Teachers base their decision to take you in their classes through what and how you write. BE SURE that your resume and personal statement are free from grammatical and spelling errors. **HAVE SOMEONE ELSE PROOFREAD YOUR WORK BEFORE YOU TURN IT INTO YOUR ADVISOR AND THE FIELD SERVICES OFFICE!**

3. E-mail your advisor and “request feedback” so they may review your application, transcript, resume and personal statement and obtain your advisor’s electronic signature.
4. Submit your Application by **October 1 for Spring Student Teaching(are we changing this date) and March 1 for Fall Student Teaching.**